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STATEMENT OF VIEWS RELATING TO THE EDUCATION OF THE DEAF IN THE UNITED STATES--1964.

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REPRESENTATIVE OF THE VIEWS OF THE ALEXANDER GRAHAM BELL ASSOCIATION FOR THE DEAF, THIS STATEMENT SETS FORTH THE PURPOSES OF THE BELL ASSOCIATION AND DISCUSSES THE FOLLOWING TOPICS ABOUT DEAF EDUCATION--(1) THEIR AMBITIONS FOR ALL DEAF CHILDREN, (2) A CRITIQUE ON THE EDUCATION OF THE DEAF IN THE UNITED STATES, (3) CONCERN FOR DEAF CHILDREN WHO ARE SUPERIOR, AVERAGE, MULTIPLY HANDICAPPED, OR ADVENTITIOUSLY DEAF, (4) TEACHER RECRUITMENT, (5) AUDITORY TRAINING AND THE USE OF HEARING AIDS, (6) PARENT PARTICIPATION IN EDUCATION, AND (7) FOR WHAT ARE DEAF CHILDREN BEING PREPARED. A REFERENCE LIST OF 19 ITEMS IS INCLUDED. (MW)

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ALEXANDER GRAHAM BELL ASSOCIATION FOR THE DEAF, Inc.

A Philanthropic Organization Established in 1890 by Alexander Graham Bell
To Promote the Teaching of Speech and Lipreading to the Deaf

HEADQUARTERS: THE VOLTA BUREAU • 1537 35TH STREET, N.W. • WASHINGTON 7, D.C.

STATEMENT OF VIEWS RELATING TO THE EDUCATION OF THE DEAF IN THE UNITED STATES - 1964

This statement has been prepared in response to an invitation from Dr. Homer D. Babbidge, Jr., Chairman of the Advisory Committee on the Education of the Deaf, appointed by the Secretary of Health, Education, and Welfare, to conduct a national study of educational opportunities for the deaf.

Unless specifically indicated as being the views of the Executive Director, George W. Fellendorf, the material in this statement can be considered as representing those of the Alexander Graham Bell Association for the Deaf, Inc.

INTRODUCTION

At the outset perhaps some basic questions should be set forth in order to provide a context for the comments which are to follow.

(1) Is it our purpose to equip children to live exclusively in a hearing world, exclusively in a deaf world, or in both?

(2) Is our purpose to offer appropriate education to all deaf children, most deaf children, or some deaf children?

(3) Is our present educational system for deaf children "teacher oriented", "parent oriented", or "child oriented"?

(4) Should the deaf youngster who has successfully completed high school and can pass the entrance requirements of a college for the hearing be given scholarships and other assistance in an amount similar to that to which he would be entitled were he to attend Gallaudet College?

(5) Is it possible that the very system of educational segregation in schools for the deaf and in classes for the deaf is creating for many deaf children social and emotional difficulties which may ultimately show up as the major stumbling block to a successful adjustment to life in the adult world?

(6) In recruiting teachers and other specialists working with deaf children, have we failed to tap a logical source; that is, the experienced men and women now teaching hearing children in regular school systems?

In the following portions of this paper an effort will be made to provide information and comments that may furnish a basis for answering the questions outlined above.

EC000 514

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

SECTION I. A Statement to Ponder

In the Spring of 1964, national attention was focused upon a small group of "Presidential Scholars" who had been selected from thousands of high school students to receive special recognition for their academic accomplishment by Lyndon B. Johnson, President of the United States of America. One of these young students was a profoundly deaf boy whose attitude toward the future might well epitomize that which we seek for all deaf youngsters, whether they have Jeffrey Liebman's intellect or not.

"Never in my childhood did doubts assail me over whether I was going to continue living wholly in the hearing world, socially as well as intellectually. We cannot excape the fact that the world of the hearing person is a bit richer and more varied than that of his deaf counterpart, however formidable our talents may be. By retreating to the world of the deaf in general, we swap our shot at the accomplishments commonplace to hearing persons for a more comfortable and less challenging life. Many hearing persons befriend us, individually, proving themselves more open-minded than those among us who choose to withdraw completely. Actually, I see many handicaps far graver than deafness, among them poverty, membership in an under-privileged minority group, and rocky childhoods. A handicap can be borne as a massive weight, or it can be the opening to a unique life, fashioned out of the unique circumstances that mold the handicapped person." (10)

With this as a starting point, we shall proceed to some specifics.

SECTION II. The Purposes of the Alexander Graham Bell Association for the Deaf

In the field of the education of the deaf there are unquestionably diversities of opinion on philosophy and methodology in the education of young deaf children. Therefore it would be well to reiterate the specific objectives of the Alexander Graham Bell Association for the Deaf as found in its Constitution and By-Laws. It is of interest to note that these objectives were originally prepared by Dr. Alexander Graham Bell in 1890 at the time of the incorporation of the American Association to Promote the Teaching of Speech to the Deaf. Dr. Bell founded this organization, which has since been renamed in his honor, because he was concerned that parents, educators and teachers of the deaf were not giving to deaf children in their charge the maximum opportunity to learn to lipread and to speak. It was Dr. Bell's firm belief that these communication skills were a sine qua non to a successful adjustment in the hearing community for any deaf person.

The objectives of the Association have not changed in any respect since February 16, 1891, when the Constitution was adopted. Only one interpretation relating to the use of residual hearing has been incorporated by reference into the Constitution, and this is indicated in the following paragraphs. It is important to note, therefore, as these objectives are presented for the information of the Advisory Committee that the activities of the Association have been, and will continue to be, consistent with them.

"CONSTITUTION . . . ARTICLE II, Objects

"The objects of the Association shall be:

"SECTION I. To aid schools for the deaf in their efforts to teach speech and speechreading by encouraging schools for the training of articulation teachers, by the employment of an agent or agents, who shall, by the collection and publication of statistics and papers relating to the subjects, and by conference with teachers and others, disseminate information concerning methods of teaching speech and speechreading, and by using all such other means as may be deemed expedient to the end that no deaf child in America shall be allowed to grow up 'deaf and dumb' or 'mute' without earnest and persistent efforts having been made to teach him to speak and to read the lips; thus carrying out that portion of the resolution unanimously passed by the Eleventh Quadrennial Convention of Instructors of the Deaf, held at the California Institution for the Deaf and Dumb, at Berkeley, California, July 15-22, 1886, which reads as follows: 'Resolved, That earnest and persistent endeavors should be made in every school for the deaf to teach every pupil to speak and read from the lips.'

"SECTION II. To gather information respecting the instruction in speech given in schools for the deaf.

"SECTION III. To obtain from schools for the deaf statements of the difficulties encountered in teaching speech to their pupils, to the end that this Association may offer such aid as may be in its power to overcome these obstacles.

"SECTION IV. To arrange for special courses of lectures and discussions upon subjects relating to the teaching of speech and speechreading and the use of speech by the deaf.

"SECTION V. To publish from time to time such papers or articles as may in the judgment of the Board of Directors be worthy of special presentation to teachers of the deaf and those interested in oral instruction.

"SECTION VI. To cooperate with the conventions of the instructors of the deaf."

At the special meeting of the Board of Directors held on June 25, 1964 in Salt Lake City, Utah, the objectives of the Association were interpreted as follows:

"BY-LAWS . . . ARTICLE VII, Miscellaneous

"SECTION I. The Association considers that the promotion of the maximum use of residual hearing in the education of deaf children is included among the objectives of the Association as set forth in ARTICLE II, SECTION I of the Constitution."

Note that the objectives of the Association include no reference to manual communication, either by signs or finger spelling. There is no reference to any organized program to eliminate the use of manual communication among deaf adults, nor is there any effort made to disparage the outstanding achievements of deaf individuals who may not be able to communicate fluently by speech or for whatever reasons do not communicate

exclusively by speech. The purposes of the Association, on the contrary, are positive in every respect and reflect a strong desire to cooperate with any and all agencies, including the Instructors of the Deaf, to bring to every child the opportunity to prepare for a full and successful life.

It is quite possible that the cause for concern about the Bell Association among certain educators of the deaf and certain organizations of deaf adults rests in a difference of opinion as to what represents "earnest and persistent" efforts to teach oral communication skills to deaf children and how these efforts may augment or impede the preparation of children for adult life.

SECTION III. Our Ambitions for All Deaf Children

A current and rather well-phrased expression of our ambitions for all deaf children can be found in the keynote address delivered by James C. Marsters, D. D. S., at the meeting of the Alexander Graham Bell Association for the Deaf held in Salt Lake City, Utah, in June 1964. (11) Dr. Marsters, deaf since infancy, eloquently suggested a "war on the poverty of unrealized potentialities of all those with severe hearing handicaps in this country." His address emphasized the need for ambition on the part of deaf youngsters, determination on the part of parents to help their youngsters, and an outstanding educational system to further the ambitions of both the children and their parents. The objectives must be set by the parents working with and through the children rather than exclusively by the educational system. It is the responsibility of the educators to intelligently and realistically provide that which is needed to make the maximum number of deaf children self-sufficient and happy citizens of this country.

The objections to these ambitions which are most often heard from some educators and deaf adults are based upon the actual achievements of some older deaf people and upon the opinion of those individuals as to what can be done for a given population of deaf children. This stagnation of purpose has plagued deaf children for 150 years in this country. The expression has been quoted that "you can't make a silk purse out of a sow's ear." We regret to say that this particular quotation came to us again recently from the parent of a small deaf child who was being considered for entry into a large state school for the deaf. The statement was made by the superintendent of that school. The parents were quite disturbed and discouraged, and the child hadn't yet entered school! In a sense, the legs were cut right out from under the parents' ambitions and, had the child been able to understand, he most certainly would have tended to respond, "Well, why bother?"

One educator has said, " . . . there often appears to be a tendency for us to place the blame upon the child and his limitations rather than upon the school and its staff. Many of our so-called 'child failures' should more realistically be termed 'teacher-parent' or 'administrative' failures. The essential raw materials were available, but were improperly developed."(2)

It is vitally important, therefore, to the long-range effort of education of deaf children in the United States that this attitude of resignation to something less than first-class citizenship on the part of certain educators

and adult deaf individuals be amended. On the other hand, if this attitude is inherent to the educational milieu, then the problem is with the system, not the individuals.

SECTION IV. A Brief Critique on the Education of the Deaf in the United States Today

We are fortunate today in having a number of excellent studies underway, all of which are in the interest of improving the education of deaf children in this country. This fact alone is sufficient to indicate that virtually no one is satisfied with our current system. We cite, for example, the work of the outstanding committee to which this paper is addressed. Also we can refer to the Conference on Teacher Training held at Virginia Beach in March 1964. (15) and the Project to Improve the Teaching of Language to Deaf Children, which is now being carried out under the direction of Mr. Harley Wooden of the National Education Association. The pending conference at Knoxville, Tennessee (October 18-23), concerning the improving of vocational opportunities for the deaf merely highlights the efforts of the educational system to prepare deaf youngsters for positions within the economy of our country.

There are numerous other studies, well-known to the members of your committee; but perhaps one should be at least listed in an effort to insure completeness. The extensive study being undertaken by the Institute for Research on Exceptional Children at the University of Illinois has, among its many objectives, the determination of how some deaf youngsters can succeed with hearing children while others seem to require special instruction in special institutions in order to achieve somewhat similar educational results. Included in this study, of course, is the investigation of the use of finger spelling as a medium of instruction for very young deaf children.

In spite of the many studies intended to improve the instruction of deaf children, it would be unfair to leave this particular subject without paying credit to the educators and institutions which have indeed made substantial strides over that which existed in this country just 100 years ago. No one is satisfied, but we certainly have made progress. For example, there is a well-organized program for training teachers of deaf children which shines like a bright star compared with the programs for teachers of other types of exceptional children.

We have a college for the deaf wherein there has been given an opportunity for higher study to deaf youngsters who are unable to function in a hearing college. Many of the schools for the deaf have expanded their academic and vocational programs and are endeavoring to respond to the demands of the times to help youngsters who are not going on to college to become gainfully employed. So it is true that, in spite of many criticisms that have been leveled and will continue to be leveled at our educational system for deaf children, it has been successful in varying degrees for at least some children.

SECTION V. Areas for Concern

In a day and age when every child in the United States is being encouraged to use every one of his God-given talents to the utmost, there

should be no less attention given to the child whose talents may exclude perfect hearing. Our concern, therefore, should be for the following categories of deaf youngsters in this country:

The superior student. Here we have a youngster whose hearing loss, regardless of its magnitude, is overshadowed by a superior intelligence, physical stamina, and emotional stability. This student may be found in any school or class for deaf children and may also be found in classrooms for hearing children where he may be receiving special tutoring in academic work, lipreading and speech. There is evidence that the success of this student, as well as that of his "average" deaf associates has little or nothing to do with the magnitude of his hearing loss. (18)

If this superior student graduates from a state school for the deaf, the chances are that he will be encouraged to attend Gallaudet College where, we understand, he will be required to go through the preparatory department prior to full admission to the college program. (7) This appears to be necessary because few, if any, state or private schools for the deaf offer a high school program. This superior student, therefore, who is college material from every standpoint, finds himself impeded because the educational situation in which he has been placed has not been able to respond to his capabilities.

On the other hand, the superior student, who has been attending school with hearing children and graduated with or without help, is faced with an unusual situation when he completes a regular high school program in public school and enters Gallaudet College. There he can expect to be required to enter the preparatory program just as are those graduates of schools for the deaf who have not achieved much more than an eighth-grade education, perhaps less. (7) Thus, if this particular superior student does decide to enter the college for the deaf, he is faced with a depressing situation in which his academic achievements are not recognized, primarily on the basis that he is deaf. Here again, we have a situation, probably unintentional, which downgrades the deaf student because of his hearing loss and fails to recognize his achievements and potential in spite of his hearing loss.

It is appropriate to consider the advisability of providing for the superior deaf student concentrated assistance if he enrolls in a high school and eventually in a college for the hearing. We believe that an evaluation of the cost per pupil per year at Gallaudet College, if realistically determined, would indicate that for the same investment the superior deaf student could be placed in a hearing situation, given private tutoring in speech and lipreading, personal counseling, and also assistance in such things as recording and transcribing lectures and taking lecture notes. This particular approach, however, would be inadvisable if one accepts the philosophy that the best place for a deaf student is in a high school, trade school or college exclusively for deaf students. On the other hand, if it is determined that deaf children are being prepared to function in a hearing world, it is imperative that the entry into the hearing world take place as soon as possible and under conditions that give the deaf student the best possible chance of success. We believe it is unquestionably true that, for most of the members of the Alexander Graham Bell Association for the Deaf, the latter situation would be considered far better for the so-called superior deaf student.

The average deaf student represents another category and by its very definition probably represents the largest number of deaf students. Under a

normal distribution, it would be assumed that a certain percentage of the so-called average students could do and would do as well as the superior student referred to above. In many instances it again would be the environment at home, the determination of the child, and the adequacy of teaching which would place him in the same circumstances as a superior student.

In a day and age when developmental psychology is getting a great deal of attention, it would seem that we should consider the average student as a potential candidate for the same position in society as the average child with normal hearing. His attainment of this goal may be dependent upon the extent to which we can orient our educational planning for him to his maturation. This may not, in fact will not, coincide with that of the normally hearing. But there is a growth rate in readiness and achievement which is "normal" for this average deaf child. It is well known that there is a greater interest at present in the developmental aspects of cognitive functioning in deaf children. The interesting question being presented to psychologists and educators is this: "Is it possible that deaf children are 'slower' than the normally hearing in intellectual development but do approximate later with the normally hearing?" Should the results of the research reveal that the ultimate cognitive function of deaf children in general can equal that of hearing children, we are perhaps ill-advised to determine too quickly that a deaf youngster who appears to be average as a deaf child cannot ultimately become average as a hearing child, provided the stimulation and normal methods of teaching language, etc., are continued beyond the period of time that is now normally assumed necessary.

In the educational system as it exists today, there seems to be no provision for secondary education for the average deaf youngster. Very few of the schools for the deaf have what could be reasonably interpreted as a 12-year program, even though the average deaf student is numerically greater than any of the other categories. The emphasis upon the college-bound student or the student bound for skilled and semi-skilled vocations may easily be missing the large number of average students. (3)

The multiply handicapped deaf child might be identified as the child whose hearing loss is complicated by mental retardation, emotional disturbances, visual problems, and motor difficulties. Here is a category of handicapped child who is at present not accepted anywhere. Hopefully he is accepted in his own home, but of this we cannot be too sure as parents become more and more confused and distressed when no one will accept their child in school and no one has any concrete advice to give them.

When we include the emotionally disturbed in the category of the multiply handicapped deaf children, we find ourselves considering an unusually large number of children. Difficulties with parents, siblings, schoolmates and neighborhood friends convert the so-called "normal" deaf child into a deaf child who is multiply handicapped with emotional problems. A great majority of public and private schools for the deaf will reject this child and turn him back to his parents. In all fairness to the other children in the school, perhaps this is the most desirable approach. On the other hand, from the parents' standpoint, where do they turn? At the Volta Bureau we have heard from case workers who have located such children in a mental institution and, in some instances, with very little chance of ever getting out. At other times, social workers have been brought into the situation because the child is roaming the streets. Most schools for the emotionally

disturbed appear to be private institutions where the tuition is so high that only the child with wealthy parents can take advantage. Even these institutions have indicated that they are not equipped to handle the child who has a communication problem created by or aggravated by a severe hearing loss.

The classroom teacher in a school or class for the deaf is generally not equipped by training or experience to cope with the multiply handicapped deaf younster. Provisions must be made, therefore, for the rehabilitation of those children who have reversible handicaps, for example, the emotionally disturbed child, and for those youngsters who have other handicaps that can be educationally treated along with the hearing loss. There should be a special category of teacher training to satisfy this need. (19)

The adventitiously deaf child presents a particular problem to the educational system that warrents attention in this country. This is the child who loses his hearing through illness or accident after he has acquired language and speech and has found himself comfortably settled in the hearing world. For this child there is a dramatic change in his life which he probably does not understand from the standpoint of the reasons for it or the results of it. The adventitiously deaf child is in need of immediate and concentrated attention by psychologists, speech therapists and educators. Without such attention it is very likely that this child will develop characteristics that may never leave him, to the detriment of himself and anyone with whom he comes in contact. It is not logical, fair nor realistic to place a 13-year-old child who has suddenly lost his hearing in a school with hundreds of deaf students. Neither is it logical, fair nor realistic to re-enroll him in his public school class and expect him to continue where he left off. At the time of such an experience, this child should be placed under the guidance of a team of specialists who will not only advise the child but also his family of the implications of this experience. Unfortunately, even though there have been substantial advances in science and medicine, we still have children who may lose substantially all their hearing as a result of meningitis, scarlet fever and accidents. We cannot leave this category of youngsters outside our consideration.

SECTION VI. Rehabilitation of the Unprepared Deaf Youth

"What is next for the seriously hearing handicapped young deaf person between the ages 16 and 21 when his secondary education has been completed or was terminated for one reason or another?" (1) This quotation is taken from an article which appeared in The Volta Review and described a pioneering program at Northern Illinois University for young men who appear to have no employable skills or have been impeded in their efforts to find gainful employment by difficulties in communication, general knowledge and social ease.

The authors point out in a rationale that precedes the article that the determination to classify a person as deaf or hard of hearing is most often based upon the judgment of an experienced person rather than on a precise numerical designation. The selection of students to attend this program at Northern Illinois, therefore, it based upon a 6-week summer session held on the campus of the university, in which each applicant undergoes a diagnostic therapy by experienced psychologists, teachers and speech pathologists. When a young person reaches the age of 16, there are many aspects

of his development which cannot be reduced to a point on a graph or a reading on an audiometer. The program at Northern Illinois recognizes this fact, and the investigators insist that each candidate for the program participate in this 6-week evaluation session before being entered into the 9-month program on the university campus.

Is there a responsibility on the part of the educators of the deaf for the young man or woman who reaches the age of 16 and has not completed an academic program which will prepare him for employment? We think the answer is unquestionably "Yes". There is no justification for stating that the educators' responsibility ends when the child reaches a certain age regardless of the skills with which he has been provided. There certainly is justification for the educators' belief that special provision should be made outside the normal school or class for deaf children for this older student. Recognizing, however, the educational retardation which has been quite evident in the education of deaf children forces us to extend the period of training beyond the years normally set forth for the hearing child, and provision must be made for this group. The Northern Illinois program, with its favorable environment for rehabilitation of the hearing impaired on a college campus, may constitute a model for other such centers in the future, as compared to a segregated rehabilitation center.

With regard to this type of student in particular, educators of the deaf should make it their business to become involved in state and local plans for area vocational and trade schools now being set up for students with normal hearing. This activity is growing due to the Vocational Act of 1963 and to the country's concern for the "drop out", whatever the reason. Any plans of the educators of the deaf for area secondary vocational schools should be coordinated, <u>if not combined</u>, with such plans for those who can hear.

SECTION VII. <u>Teacher Recruitment</u>

Recognizing that the Virginia Beach Conference had as one of its major topics for discussion the selection and training of teacher candidates, it is certainly not necessary to repeat the many constructive suggestions that were authored by this group of outstanding educators during that conference. A few additional thoughts, however, not mentioned in that conference may be appropriate for consideration as well.

A continuing complaint within the educational system, outside the large schools for the deaf, is the fact that young teachers who have recently graduated from training centers, and have had little or no previous teaching experience, are finding themselves in school districts in which there is inadequate supervision by an individual who is knowledgeable in the education of the deaf. Such a teacher, plagued by the perfectly normal qualms of every young teacher in taking on the first few years of classroom instruction, is at the same time plagued with the much deeper problems of teaching deaf children.

There is no evidence in the preliminary Virginia Beach minutes that there was discussed the fact that the best possible source of supply for new teachers of the hearing handicapped may be from among the ranks of experienced teachers of the normally hearing. The men and women who have

already demonstrated teaching excellence in classes for children with normal hearing should be sought after and encouraged to apply for scholarships under Public Law 88-164. (6) By so doing we would be benefiting from the experience gained by these teachers with normally hearing children, which experience develops maturity and patience as well as techniques of teaching which might reduce to a considerable extent the detrimental effects of insufficient supervision as mentioned above.

The general area of the teaching of exceptional children is growing rapidly. The educators of the deaf have historically been outside this area, having little communion with those working with retarded children, disturbed, visually handicapped, etc. Likewise, the general field of elementary and secondary education for normally hearing children has not really been encourage to become involved in the education of the deaf. An exchange of teachers would undoubtedly improve this relationship to the ultimate advantage of all deaf children.

The reference to exchange mentioned above includes not only the recruitment of teachers of the deaf from among the ranks of public school teachers, but also includes the possibility of teachers from schools for the deaf entering schools for the normally hearing and teaching classes for the normally hearing on a short-time basis. We believe it would be of enormous value to these teachers to be faced with a class of "normal" children to be reminded that there are slow, uninhibited, mischievous, and inattentive children in the normal classroom, just as there are such children in the classrooms for the deaf. Furthermore, the stimulation resulting from contact with other classroom teachers would broaden the horizons of teachers of the deaf, acquaint them with literature, materials and techniques that might not have come to their attention before, to the ultimate benefit of the deaf children whom they are trying to serve. The tendency toward isolation from the general educational field has been recognized by forward-thinking educators of the deaf.

A leading educatior has commented as follows:

"The education of deaf children could become isolated very easily from the mainstream of general American education. Educational leaders in this small Special Education field seldom attend conferences that deal with non-handicapped children. Articles and books concerning trends in secondary education may be unknown to educators of the deaf who have traditionally been interested in the elementary levels and vocational areas. The current secondary innovations that have flourished since World War II are manifest only at curriculum work conferences attended by regular school personnel. Curriculum and administrative articles concerning secondary programs for the deaf number but a handful during the past decade." (3)

SECTION VIII. Auditory Training and the Use of Hearing Aids

"The successful use of a hearing aid may make the difference between being socially 'deaf' or being merely 'hard of hearing' even for some persons whose hearing levels for speech are 82 db or higher. For them 'hard of hearing' is a better practical designation than 'deaf'. This is true even though in the context of accidental injury or an industrial hearing loss,

their handicap for hearing everyday speech is considered total. In assessment of the handicap for purposes of compensation, the evaluation is made without the use of a hearing aid." (4)

On the basis of this authority, therefore, it would seem that the education of deaf children must neither disparage nor omit the maximum use of residual hearing. This can be the difference between a child being deaf and a child being hard of hearing as far as his ability to acquire and use auditory cues is concerned. This fact alone, however, will not completely change a child or an adult from being deaf to hard of hearing if we include in these two terms the social attitude as well as the audiological functioning. It is a mistake to assume that the use of a hearing aid will solve all the problems, educationally or otherwise, of a deaf child. It is an equally great mistake, however, to consider that a minimum amount of residual hearing need not be worked with nor included in the educational program because it is so small and there are so many other things to be taught to the deaf child. Intelligibility of communication through speech is directly related to the auditory feedback which a deaf person receives. There is no question that this fact should be in the mind of every teacher, educator and parent as the child grows up.

Though auditory training is classically defined as an ordered program under properly trained teachers, we would submit that with the correct hearing aid and a listening attitude, the deaf child undergoes continuous auditory training when communicating with family, hearing friends and the community in general. When there are no "crutches" on which to lean, there is a necessity to listen and speak which will tend to become a way of life rather than a lesson.

SECTION IX. Parent Participation in the Education of Deaf Children

It is difficult to say how the overview of the education of the deaf in this country, or anywhere in the world, can exclude the influence of the family of the deaf child. Yet for years the parents were thought to be a necessary evil. The parents were the ones who would care for the child while he lost many of his skills during summer vacation, who would spoil the child and make it more difficult for the teachers to discipline him, and who would not cooperate on fund raising campaigns for new equipment for the gym or on building programs.

In recent years the impact of parent participation in the education of the deaf child has been emphasized by the Ewings,(5) by Miller,(12) and, of course, by the world-famous John Tracy Clinic.

This child is the cohesive force bringing together the teacher, parents and other specialists.(9) Note that the parents are given equal billing with the professionals and, in fact, should be considered as an absolutely necessary part of the educational team.

It is agreed that there are many parents who are uninformed as to what the schools are tryimg to do and seem to have no particular interest in becoming informed. On the other hand, this is not unique with the parents of deaf children as will be verified by the presidents of P. T. A. 's throughout the world. This evidence of disinterest on the part of some parents, however, does not reduce in any respect the fact that the child of the interested and informed parents is the child who has the maximum opportunity for success no matter in

what type of educational situation he has been placed. Almost without exception every successful oral deaf adult with whom we have come in contact has emphasized the devotion and help of a parent, or grandparent, or a sister or brother, as one of the major factors in his success. Perhaps every school and class for deaf children, every speech and hearing clinic, and every hearing society should have on its staff a contact person whose sole objective is to work directly with the parents of the children in the program. The establishment of such a position would thus clearly recognize the continuing need for parent cooperation in the educational process as well as in all other areas in which the professionals are working with the child.

SECTION X. For What Are We Preparing Deaf Children?

The following remarks, in that they refer to the education of the deaf child, virtually exclusive of other deaf children, do not necessarily represent the views of the entire membership of the Alexander Graham Bell Association for the Deaf, though these views are held by some members, including the Executive Director.

In sumarizing all of the thoughts that have been expressed in this prepared statement, we must face up to a question of why we are educating our deaf childrn and for what we are educating them. These questions must precede the question of how to best prepare children. Are we preparing them to take their place in a hearing society which might be represented by the world "downtown"? Or are we preparing them to acquire academic skills or vocational skills that may be used in their careers, provided those careers are carefully selected, and provided the contacts within and without the office or factory doors are limited to a small group of American citizens? (6) If the latter, perhaps we are arbitrarily restricting horizons when those horizons would be broad and exciting if not so limited. (8)

If we seriously consider this question of why and what for, we must also seriously consider every aspect of the methodology in the light of our answers. Certainly for the superior, and many average deaf students, there is strong indication that these children should acquire their education exclusively among the hearing. With special tutoring, informed parents, and a great deal of initiative, many of these students have demonstrated complete ability to acquire language, speech and lipreading in the same environment as hearing children. In one study recently published, the author states that the principles and practices of normal guidance have proved themselves to be the really effective way of developing language and speech in young deaf children. "It is therefore necessary to say that, if children have been given this opportunity and have failed to develop the understanding and use of speech after an extended period of help, then either of two things must be a point of hindrance: In the first case, the brain mechanism may be so defective that the child cannot develop speech; and, in the second case, there is a general depression of intellectual abilities with or without specific brain damage.(17)

The reference to the teaching of speech is vitally important, in our opinion, because this is the way of the hearing world. Without it and the accompanying capabilities in lipreading and the use of residual hearing, it is difficult to project a near-normal existence for the deaf in this country. Is it not possible that the placement of children in communities of deaf children at state schools and large private schools is placing upon all but the highly

gifted child an immediate bias toward the world of the deaf and against the world of the hearing? Although in some instances this type of educational environment may be necessary, we believe that a bona fide study might reveal that the decision on the part of parents to place a child in an institution at an early age is a basic source of emotional, social and vocational difficulties which seem to be so pronounced in the majority of our adult deaf population. One investigation reports that the emotional maladjustment in young deaf persons reported by many other investigators was found to continue in a sample of 80 adults despite favorable socio-economic circumstances, superior educational achievement and above-average intelligence.(13)

A study that has never been conducted, but should be conducted, would attempt to seek out and interview those deaf adults who have never attended a school for the deaf in their entire lives, or have spent such a short time in such a school in relation to the time spent in hearing schools that the impact of the deaf environment seems to have negligible influence.

So many of the investigations of the oral versus manual methods of communication among children have involved youngsters who are attending school with other deaf children, even though they may have been thoroughly oral. There is no question that, even among oral deaf children, there is less demand for language, lipreading and speech than there would be if these children were among a hearing population. Consequently there is, in our opinion, a basic and inherent bias on any such studies which qualify any results obtained.

The prompt response from 90% of the educators of the deaf, who would be presented with this opinion, would be that those who had succeeded in hearing schools were not truly deaf. (18) In other words, the very fact of their success should exclude them from consideration as deaf persons. Unfortunately, this is another indication of the provincial attitudes which have prevailed within the field of the education of the deaf and have caused stagnation, which is only now finding relief as the result of pressure by parents and other educators. How often have we heard quoted directly and indirectly, "I have been a teacher of the deaf for 40 years and I know what is best for deaf children." This attitude is evident in much of the writings that have found their way into the literature, and it has prevailed in professional meetings.

Some criticism was leveled at the program committee of the Alexander Graham Bell Association for the Deaf convention held in Salt Lake City, Utah, in June 1964, because several of the speakers reported on investigations which were done outside of normal school situations by investigators who were not thoroughly recognized by various professional organizations and who are alleged to be working with something other than deaf children. We believe it is one of the functions of the Alexander Graham Bell Association for the Deaf to pioneer in bringing to the attention of all those concerned with deaf children what is being accomplished and investigated within and without the confines of the traditional field of the education of the deaf. If this reporting is done in an atmosphere of intelligent doubt, professional respect and sincere search for what may be unique, it can serve a very important purpose in the education of the deaf.

SUMMARY

In the previous paragraphs we have endeavored to offer comments and suggestions which will direct the attention of the members of this committee, and ultimately the entire system of the education of the deaf in the United States, to the underlying purposes of our entire educational system. Referring back to the introduction wherein six fundamental questions were presented we will repeat each of these basic questions and make some observations, based upon the foregoing discussion:

(1) Is it our purpose to equip children to live exclusively in a hearing world, exclusively in a deaf world, or in both?

Comment: Looking at the situation in this country today with regard to the chosen ways of living of our deaf population, we think it is quite evident that our purpose is first to provide deaf children with the equipment to live in the hearing world. To be able to function in the hearing world, however, the child must have early and determined help in oral communication skills. This help cannot be added at a more advanced age when the child has been given language by non-oral means. To live successfully and happily in either world requires a good foundation in language, social maturity and marketable skills. However, in order to have the choice of living either in the deaf or in the hearing world, the deaf youngster must have oral communication skills to a degree sufficient to enable him to understand and be understood on a one-to-one basis or in small groups with hearing people. Oral communication skills are not required for life in the so-called deaf world, but it is widely accepted that the skills required for communication in the deaf world can be acquired quickly and without a great deal of effort if, as, and when that decision is made.

(2) Is our purpose to offer appropriate education to all deaf children, most deaf children, or some deaf children?

Comment: Education for deaf youngsters must take into account that there are superior, average, slow, multiply handicapped, and adventitiously deafened children whose needs and potentialities are sufficiently different to warrant consideration of each as a separate category requiring special teaching techniques, environmental conditions and realistically based vocational plans for the future. In establishing these categories of instruction, however, every effort must be made to achieve the maximum from each student that he is capable of offering. This may be more easily achieved for the slower deaf student than for the superior and average student.

(3) Is our present educational system for deaf children "teacher oriented", "parent oriented", or "child oriented"?

Comment: While there is encouraging evidence that the individual differences of some children are being given consideration at this time within some school systems, it is unfortunately evident that many of the policies and practices which exist today are based upon teacher and parent

needs, opinions and willingness rather than upon the long-range and short-range needs of the child.

(4) Should the deaf youngster who has successfully completed high school and can pass the entrance requirements of a college for the hearing be given scholarships and other assistance in an amount similar to that to which he would be entitled were he to attend Gallaudet College?

Comment: Continued expansion of the college for the deaf at the price of drawing into it deaf youngsters who have enrolled there primarily for financial reasons rather than academic needs should not be permitted to happen. Deaf youngsters who have succeeded in high school programs, whether at schools for the deaf or in hearing schools, should have an equal financial opportunity to attend colleges with the hearing, vocational schools for the hearing, or other forms of further education at least to the same extent that such financial support is given on the campus of the national college for the deaf.

(5) Is it possible that the very system of educational segregation in schools for the deaf and in classes for the deaf is creating for many deaf children social and emotional difficulties which may ultimately show up as the major stumbling block to a successful adjustment to life in the adult world?

Comment: It is entirely possible that the arbitrary decision to place small deaf children in environments almost exclusively occupied by other deaf children substantially impedes the child's preparation for his ultimate position in a community of hearing people. It is timely and important to initiate a study of the deaf adults who have never attended a school for the deaf, who have few if any deaf associates, and who consider their hearing loss to be more in the nature of an inconvenience than an affliction. We should investigate exactly how each of these persons succeeded in receiving an education outside the confines of a school or class for the deaf, sometimes even without any attention from a trained teacher of the deaf. Dr. Bell once stated that the ideal school for the deaf was the school with only one deaf child in it. The implications of this statement should not be drowned out by allegations that any person who succeeded in such an environment was not deaf but rather hard of hearing, didn't lose his hearing until much later in life, etc., etc.

One nationally recognized and respected teacher of the deaf said recently when referring to some of his most successful former students, "I've often wondered whether they wouldn't have done just as well without my help."

(6) In recruiting teachers and other specialists working with deaf children, have we failed to tap a logical source; that is, the experienced men and women now teaching hearing children in regular school systems?

Comment: A teacher experienced in working with hearing children is not only a logical candidate to work with deaf children but is the most desirable from virtually every standpoint. Emphasis should be placed upon seeking out such experienced teachers, presenting to them the opportunity

of graduate work to enable them to work with deaf youngsters, and an appropriate salary arrangement should be made in order that, when training is completed, the teaching situation will present a more favorable environment than had existed before the change.

CONCLUSIONS

Perhaps there is no logical way to present conclusions to this report to the committee. But if there is any over-all opinion to be gained from this statement it is this:

The education of deaf children must be moved in alongside the education of the normally hearing. Education of the deaf must become a part of the mainstream of educational programs for all, even though there will undoubtedly be a continued need for special help for many deaf youngsters in the form of tutoring, speech and hearing therapy, and counseling. Rather than seeking out new facilities, training programs, and the expansion of old ones, we should try to incorporate the needs of the deaf into the greatly expanding programs for the rest of our citizenry. Continued isolation of deaf youngsters, except in special circumstances, will only continue to aggravate the social and emotional difficulties which so many deaf adults now experience.

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